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ABSTRACT

This paper demonstrates how teacher education institutions can expand understanding of others and tolerance for differences by developing cross-cultural exchange programs in international settings and on the local level. The paper outlines the steps involved in establishing international student teaching programs at three different universities (University of Northern Iowa, Iowa State University, and University of Nevada-Las Vegas). The paper presents the personal stories of three faculty members who became involved in faculty exchange programs. Faculty members included a research associate, a visiting researcher, and the leader of a multi-institutional delegation, who traveled to Pacific Rim countries, each one for a different purpose. The paper then describes ways that these international exchange experiences can impact local communities. An appendix provides a sample application for international student teaching. (JDD)

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CONFRONTING ISSUES OF DIVERSITY: PUTTING THE PIECES TOGETHER WITH PROGRAMS AT HOME AND ABROAD

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Confronting issues of diversity due to the changing demographics of our society and creating programs to help students from a monocultural setting gain awareness in multicultural settings is an on-going challenge for today's teacher educators. A clipping from a local newsletter may help us think about this challenge in a visual way. **Think About It: Global Neighbors.** This headline introduced an analysis of the world as if it were a village of 1,000 people. Compiled by Lancaster County [Nebraska] Cooperative Extension (1993), this global perspective on a miniaturized basis is an instructive comparison. The world would include:

*584 Asians
*124 Africans
* 95 East and West Europeans
* 52 North Americans
* 6 Australians and New Zealanders.

The people of the village would have considerable difficulty in communicating since:

*165 people speak Mandarin
* 86 people speak English
* 83 people speak Hindi/Urdu
* 64 people speak Spanish
* 58 people speak Russian
* 37 people speak Arabic

*And the other half of the villagers would speak more than 200 other languages.

Today, in a world that has been reduced by the jet and then the computer, this global village is now on our doorstep. That's why we must expand our understanding of others and our tolerance for differences. We can no longer afford to be insular. (p. 2)

The purpose of this paper will be to demonstrate how teacher education institutions can expand understanding by developing cross-cultural exchange programs in international settings and on the local level. This paper will: (a) outline the steps involved in establishing an international student teaching program at three different universities, (b) explore the personal stories of professors who became involved in faculty exchange programs, and (c) describe ways that these experiences can impact local communities.

International Student Teaching Programs

University of Northern Iowa (Cedar Falls, IA)

The International Student Teaching program at the University of Northern Iowa, Cedar Falls, has placed student teachers in international schools since the early 1980s. Individual students in the College of Education, Department of Teaching requested placement sites which were matched with specific international schools identified through the University's Overseas Teaching Recruiting Fair and from international students on campus. On the average three to five students per semester have been placed in various schools in England, Germany, Spain, Austria, and Brazil in the last ten years.

In a mission statement concerning the goals of the UNI teacher education program, the purposes of the education in a democratic society are: (a) to develop lifelong learners who are productive individuals in a global society and (b) to enculturate individuals to recognize and appreciate, support, and contribute to the ideals of a free multicultural society. The University, and especially the College of Education promotes "diversity of opportunities" for teacher education students. Twelve UNI off-campus student teacher centers in Iowa and San Antonio, Texas offer a variety of settings for student teaching.

During 1993-94 UNI increased participation in international student teaching by piloting a thirteenth center in Okinawa, Japan. The UNI-DoDDS Pacific Pilot Program for Student Teachers in the Department of Defense Dependents Schools on Kadena Air Base, Okinawa began in August, 1994.

The University provided information on students, including background papers, resumes, and interview comments. Placements were facilitated by the staff of the TRC for the fall semester and the UNI on-site supervisor for the spring semester. In both cases, the staff worked closely with the building principals in the selection of cooperating teachers. During both semesters, four orientation sessions were held for elementary and secondary cooperating teachers focusing on the five components of the UNI program: 1) teaching, 2) supervision/conferencing, 3) journal/log/reflections, 4) action research and 5) seminars. During both semesters a 3 credit hour Human Relations course was taught concurrently with student teaching.

Twenty two students participated in this pilot project. During the fall semester (F93), seven secondary students in the fields of Social Science, Business, English, Speech/Drama, and Physics/Biology

and four students with elementary majors including one with an Early Childhood double major participated in two eight week placements in the DoDDS school on Kadena. Over 25 cooperating teachers from four buildings worked daily with student teachers and a UNI Professor accompanied the group as the resident university supervisor of student teachers.

The pilot program was announced at the annual meeting of UNI student teachers the semester before their student teaching began (January of 1993 for the August 18-December 17 semester and January 11 to May 11, 1994). At this time over 25 students volunteered for the program. A group rate for airlines was secured by the university and the students were responsible for their own transportation and housing. The students were housed in dormitory style room on Kadena Air Base. Food service and all schools were within walking distance from their housing.

Iowa State University (Ames, IA)

An option available to student teachers in elementary education at Iowa State University was the Student Teaching Abroad (STA) Program, a program in the Department of Education at Moorhead State University available "via cooperative agreements with their home institutions" (STA Handbook, 1985-88)

In discussing this program, Barnhart (1989) states, "to produce globally-literate citizens, probably one of the first requisites is to make available programs in teacher education providing internationalization experiences first-hand to prospective teachers" (p. 5). From 1971 to 1987, the Iowa State University program in collaboration with Moorhead State University, ISU placed over 36 students in primarily private, international, English-speaking schools throughout the world.

According to the STA handbook, "most participants are assigned to independent international schools, but some with special language qualifications are assigned to national schools where the instruction is in a foreign language and some assigned to public schools in a foreign country if English is the medium of instruction" (p. 1). In addition, an effort is made to place the student in a geographical area of choice which may particularly enrich the academic background, serve a student's special interests or expand the cultural horizons. In 1990, over 1000 STAers from 35 colleges and universities had participated in 50 countries around the world.

The uniqueness of this program was in part the enrollment procedure that Moorhead State pioneered. The international student teacher enrolled via a Common Market passport system if they were

part of the Minnesota State University system. However, students at ISU could enroll at their home institution for the appropriate student teaching credits and the overseas placement was done through Moorehead State with travel arrangements and supervision provided by STA.

University of Nevada-Las Vegas (Las Vegas, NV)

The University of Nevada System Board of Regents approved an International Student Teaching program in early fall, 1991. Administered through the College of Education's Council on Field Experiences, a faculty coordinator of IST provides the leadership. The associate dean and director of Teacher Education, in cooperation with the director of International Programs, has the ultimate responsibility of overseeing the program. The overseas student teaching program is an optional program, open to any individual pursuing an elementary, secondary, or special education teaching license.

The stated goal of an international student teaching experience at UNLV is to develop among students preparing to become teachers greater appreciation and understanding of the world community through participation in a student teaching experience in another culture. From the beginning the UNLV program had as its core the idea that students would be place in international or local school settings. This is a distinctive characteristic in contrast to those colleges and universities that place student teachers in DODDS (Department of Defense Schools). Thus, placement of the students is a collaborative arrangement. Students are placed in international schools or in a local setting in which university linkage exists with respect to teacher preparation programs. In either case, the language of instruction is English.

To be accepted into the UNLV International Student Teaching program, the students must complete an enrollment application as well as pass the interview of the IST Advisory Committee. The enrollment application is provided in Appendix A. At the time of the interview the students are asked to give preference about housing, i.e. home stay, private flat, college dormitories and are asked to share previous experiences that will assist them in the international setting. The placement is as individual as the students involved and the IST coordinator has the responsibility of locating appropriate sites "anywhere in the world" for this international experience.

Prior to their departure the students enroll in a two-credit student teaching seminar where they explore topics related to the practical considerations of the host country: religion, climate, politics,

educational system and foods. The seminar also covers material needed for the classroom, taboos, ways to avoid the "ugly American"syndrome, and the "heroic journey."

Once students arrive at their teaching sites, the evaluation models and support groups are seldom identical. Processes that work for us include using E-mail, videotaping or microteaching, corresponding by FAX and arranging conference calls that include the associate dean and the coordinator of IST. In addition, the students are expected to become involved in all teacher-related functions of the school. The student teachers are expected to become involved not only in the school but to gain personal and professional insights by interacting with the community members and local officials.

The length of the experience varies according to the specific situation and culture in which the student is involved; however, no experience is less than eight weeks in length. Participation is possible during fall, spring or summer. For a complete description of UNLV's program, the reader is referred to McKay and Young (1993). Since its inception in Spring, 1991 to Fall, 1993, the UNLV program accepted 17 students for International Student Teaching sites in Africa, Australia, Costa Rica, New Zealand, and Scotland.

Reflections

In 1986 the American Association of Colleges for Teacher Education set forth guidelines for international teacher education. Inherent in that proposal was the idea that international education is a fundamental part of general and professional studies and that the curriculum, the faculty, the students should develop a global knowledge base. In addition AACTE suggested that resources become available to provide the personnel, materials, curricular and organizational resources to support the infusion of the international dimension of its programs. Moreover, the internationalization of the curriculum should provide an impetus for the development of awareness of the international dimension in local districts, community agencies and businesses.

Furthermore, the National Council for Accreditation of Teacher Education (NCATE) programs added a multicultural standard. This standard specifically states, "the Institution gives evidence of planning for multicultural education in its teacher curricula including both the general and professional studies components." The authors would suggest that an international student teaching program is one way of providing cross cultural experiential learning. An

international experience provides students with the opportunity to develop understanding of another culture while living and teaching in a supervised setting.

Faculty Exchanges

International student experience may be an important part of a student's college experience, but it is equally important for the faculty to participate in international programs. Faculty study abroad opens new doors in understanding our changing society and planet from a global perspective. The second part of this paper focuses on the experiences of three faculty members --a research associate, a visiting researcher and the leader of a multi-institutional delegation--all traveling to Pacific Rim countries for different purposes.

The story of each of the professors is as follows:

Janey Montgomery, Visiting Researcher

During the spring of 1992 Dr. Janey Montgomery was selected as the First Visiting Researcher to Naruto University of Education in Naruto City, Japan. Naruto is a small seashore community near Tokushima City in the prefecture of Tokushima on Shikoku Island. Dr. Montgomery became aware of the program through contacts at UNI and previous visits of professors from Naruto to the UNI Campus. After submisssion of the application, Dr. Montgomery was interviewed for the position while attending the 2nd Annual Asian Conference for Gifted and Talented Children and Youth, in Taipai, Taiwan during July of 1992, where she was presenting two papers.

The research exchange began October 12, 1993 and was completed April 1, 1994. During this time Dr. Montgomery worked with colleagues in the Research Center for Education on the Naruto campus. Naruto University of Education is one of three universities in Japan, created by the Japanese Ministry of Education, solely for the purpose of training teachers at the undergraduate and graduate levels.

During the six months, Dr. Montgomery lectured to the faculty and graduate students regarding teacher education programs in the United States, research trends in teacher education, and reflections on cross cultural exchanges. Several studies were initiated including a cross cultural study of a foreign students adaptation to a Japanese Junior High School, and a study of Japanese curriculum for International Education Understanding. Several school visits were accomplished, and three video tapes were produced. In addition, Dr. Montgomery wrote an article for the Naruto Bulletin, explaining the Iowa Multicultural Nonsexist Curriculum guide and comparative analysis of objectives in the Moral Education

National Curriculum in Japan.

During the research exchange, Naruto University provided a salary to Dr. Montgomery and reimbursed part of housing costs off campus. The University of Northern Iowa maintained a reduced rate of salary to insure benefits, liabity, insurance, and retirement benefits. Dr. Montgomery was accompanied by a dependant child who attended a Japanese Junior High School for the 6 months. Opportunities to get involved in the Naruto community were provided through friends of the university, a continuing education class (women's choir who specialized in Japanese folk songs), a swim club, students and teachers of the local junior high school and a local Christian Church.

Benefits of this cross cultural experience included a greater understanding and documentation of the role of trust, flexibility, adapability, and mobility in cross cultural exchanges and their influence on teacher education. This experience enabled. Dr. Montgomery to take a greater role in international activities in the College of Education by coordinating international student teaching program at her university. Faculty exchanges of this type enable teacher education to expand their view of the world, the process of education, and the culture of the school. Becoming one of three American women in 80,000 people changes your perceptions of self and others in a signifcant way for the rest of your life.

Linda F. Quinn, Research Associate

In October 1992 I was one of ten lucky people selected to become a National Intercultural Educational Leadership Institute (NIELI) Research Associate. The following Spring I spent two weeks in Japan with the NIELI IV Research Group. As part of the seminar in Japan, four intercultural linking days were scheduled for Research Associates to pursue individual interests regarding interculturalism. My intercultural linking plan involved visits to one elementary school, two high schools, an international school, and a university. The purpose of these visits was to lay the groundwork for the establishment of sister school relationships between the Japanese schools and schools in Clark County School District (CCSD) in Las Vegas, Nevada, and to seek opportunities for UNLV students in the College of Education's International Studies Program to do their student teaching in Japan. I also hoped to establish meaningful contact with a university-based early childhood program for future collaborative studies with the early childhood program at UNLV's College of Education. The following is a brief description of these visits.

Chigusa High School and Las Vegas Academy of International Studies and Performing Arts

The first school I visited was Chigusa High School, a public high school built in the early 1960s, located in the northeastern section of Nagoya. Chigusa is considered one of the top three high schools in the city. The school has about 1000 students and 60 teachers. Some 99% of Chigusa graduates continue their studies at university. The remaining 1% enter music universities or *Senmongako* (colleges that prepare students for specialized careers.) Successful completion of an entrance exam and a personal interview are required of all students entering the high school. Chigusa has had an international program since 1985. German, French Chinese, Spanish and English are taught. Last year, seven students from the international program traveled overseas or participated in overseas study programs. While at the school, I visited a German class and an English conversation class.

Mrs. Yamada, the chair of the Foreign Languages Department, and I discussed the possibilities of an exchange program with CCSD's newly formed Las Vegas Academy of International Studies and Performing Arts. We discussed ways such a partnership could help broaden the international perspective of both programs, and decided that at the beginning of such a relationship opportunities should be provided for students to communicate through letters, audio cassettes, and/or video tapes of school activities and community settings. When the sister school relationship is formally established and more fully developed, faculty and student exchanges, and summer study programs may be undertaken, depending on the availability of adequate funding.

Nanzan International High School and Las Vegas Academy of International Studies and Performing Arts

My next stop was at Nanzan International High School, located about twenty miles east of Nagoya in Toyota-shi, Japan. The school, opened in April 1993, has about 600 students and was established in response to the educational needs of Japanese nationals who had been born or raised in foreign countries and were new returnees to Japan. It is a private catholic high school, and the only requirement for admission is that the student must have attended school for two years in a foreign country, though they will not accept students with learning disabilities.

In addition to the standard Japanese high school curriculum, the school offers lessons in Japanese culture, sewing, cooking, carpentry and computers. A replica of a *genkan* and a *tatami* mat room provide students the opportunity to practice entering and leaving Japanese homes, and to participate in the traditional tea ceremony under the supervision of an experienced guide.

As we discussed the possibility of a sister school relationship between Nanzan International High School and Las Vegas Academy of International Studies and Performing Arts, Mr. Francis Nagasaka, the principal, concluded

that a tie with a foreign school would provide returning students another perspective from which to consider their own immersion into Japanese culture, through sharing it with or by explaining it to American students. Mr. Nagasaka was very concerned that the American counterpart might expect something from Nanzan High School that it would be unable to deliver. As a new school Nanzan International High School is still very much discovering its own strengths and needs and does not, therefore, wish to be perceived as the stronger partner in the emerging relationship.

Sugiyama Elementary School and Helen Herr Elementary School

Helen Herr Elementary School in CCSD is three years old. The "multi-aged grouping" school is part of the district's Accelerated School Project. Helen Herr was also selected as one of fourteen schools nationwide to participate in the Association of Supervision and Curriculum Development's (ASCD) pilot program for Global Education. As part of the multicultural focus of the school, the administration and faculty hope to establish relationships with schools in other cultures.

Before I departed for my NIELI experience, the faculty at Helen Herr handed me a specially prepared package of materials representative of the school, Nevada and the southwestern region of the United States. This package was to be delivered to the principal of Sugiyama Elementary School by way of introduction and as a gesture of good will toward a possible sister-school.

As an extremely traditional Japanese grade school, Sugiyama Elementary couldn't seem more different from Helen Herr , however, the schools do share a common interest in other cultures. Sugiyama Elementary School is a private girls' school established in the early 1950s. It is located in the eastern suburbs of Nagoya. There are three classes at each of six grade levels. The students receive English language lessons and English conversation practice from native speakers of English. One former Sugiyama student was an Olympic medalist in swimming; consequently, swimming instruction is a major activity for all students.

Mr. Nakamura, the principal, was pleased and amused by Helen Herr's multicultural *omiage*. He is eager to begin a relationship with Helen Herr and open to any suggestions of how "first-contact" might be accomplished.

Nagoya International School (NIS) and UNLV's College of Education

Nagoya International School will celebrate its 30th anniversary in 1994. The student population represents over 20 nations. In 1992 NIS became a member of the prestigious National Honor Society and 12 juniors and seniors have subsequently been inducted. Over 50% of the teachers have master's degrees in their areas of teaching and come from universities such as Harvard, Johns Hopkins, the University of Michigan, and the University of California at Berkeley. Education majors from Washington State University often complete their student teaching practicum at NIS.

UNLV's College of Education has a rapidly growing International Student Teaching Program. Our education students have completed student teaching in New Zealand, Australia, Scotland, and Costa Rica. Many would like to student teach in countries in Asia but are deterred by the language barrier. Since the international school curriculum is delivered in English, one more avenue would be opened up for our education students if an agreement could be arranged between UNLV and an international school in Japan. I requested an interview with Gerald F. Craig, Headmaster of NIS to discuss such a possibility.

Mr. Craig said that NIS had a formal relationship with Washington State University and was not in the position at the moment to formally enter into a partnership with another university. However, he said that if a student from UNLV was interested in student teaching in Japan perhaps "something" could be arranged. While nothing was formally concluded, I felt encouraged by his willingness to pursue future possibilities.

Nagoya Women's University and UNLV's College of Education

The College of Education at UNLV has a rapidly growing Early-Childhood Education Program. The early-childhood day school on our campus provides opportunities for training and research. Jeff Gelfer, the early-childhood director, is interested in early-childhood programs in other countries, and I agreed, at his request, to attempt to make contact with a professor/researcher in this field while I was in Japan as a NIELI Research Associate.

Nagoya Women's University has three departments within the Faculty of Literature: Psychology, English Education and English Literature. Childhood education is housed in the Department of Psychology. Nagoya Women's University also has a pre-school laboratory school for three, four and five-year olds. This lab school exists for the purpose of training teachers and conducting research. I met with Professor Hiroko Tabata of the Psychology Department. Her responsibilities, somewhat incongruously, include training teachers for service in pre-schools and junior high schools. Professor Tabata took me on a guided tour of their facilities and explained the program. She expressed an interest in conducting research with Professor Gelfer, and asked me to have him write to her regarding any ideas he might have for collaboration.

I lived and worked in Nagoya for 10 years, and the experience of visiting these schools with a new perspective and a revised agenda was very educational. It presented me with a very liberating alternative to the old "insider / outsider" point of view that most long-term expatriates develop as a measure of self protectiveness.

> *"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes."*
>
> --Marcel Proust.

Joane W. McKay, USA/SINO Delegation

In October, 1992, I was fortunate to travel with Executive Director Bill Liu to the People's Republic of China to make some of the initial plans for a multi-institutional delegation linked with the 7th Annual Conference of the USA-SINO Teacher Education Consortium and to pursue collaborative opportunities for the College of Education, University of Nevada-Las Vegas.

As a result of the initial visit, I returned to the Liaoning Province in June, 1993 as the leader of a multi-institutional delegation hosted by the Dalian Educational Institute in Dalian. Members of the delegation were Susan Doody, Associate Dean, University of Northern Iowa; Donald Coleman, Educational Administration, University of California-Fresno and Beverly Midthun, Minnesota Public Schools. The following is a brief description and reflection on these trips.

The Invitation

The initial invitation to go to China came as the result of an invitation extended to the University of Nevada, Las Vegas when Associate Dean Elaine Jarchow was invited to send a member with USA/SINO Executive Director Bill Liu to the 40th anniversary celebration of the Dalian Institute of Education. I was fortunate to be selected as the UNLV representative and began an unbelievable journey.

The Dalian Institute of Education

Dalian Institute of Education, originally Dalian Teachers' Training College, founded on October 20, 1952, is a municipal normal institute which is aimed at improving the middle school teachers in service and the administrative cadres on duty.

The institute offers various classes for both pre-service and in-service educators. It also offers short courses, part-time classes and correspondence classes. Since the rebuilding of the institute in 1978, over 9,000 teachers have completed their further study at this institute.

The city of Dalian is one of those selected by the government as a focus in one of the seven economic regions targeted for economic development. It was not unusual to hear the people in Dalian speak of the possibility of Dalian becoming the "Hong Kong of the north." Those of us with the good fortune to visit this seaside city teaming

The city of Dalian is one of those selected by the government as a focus in one of the seven economic regions targeted for economic development. It was not unusual to hear the people in Dalian speak of the possibility of Dalian becoming the "Hong Kong of the north." Those of us with the good fortune to visit this seaside city teaming with positive energetic people and millions of bicycles were not surprise by this possibility.

The Initial Visit

My two visits to the Dalian Institute were in direct contrast. In my first visit, I could rely on the expertise and experience of Executive Director Liu at all times and I was only responsible for myself. In my second visit, I was not only without my interpreter, but now I was responsible for the arrangements and the leadership of three other colleagues. In each case I found the assistance of the wonderful Chinese interpreters to be without parallel. If I learned anything in China, it is that the people are gracious, eager, enthusiastic, and full of energy. They spoke of us as "new American friends," not to be confused with "old American friends" i.e. those who had visited before.

My images of that first visit run rampant.

I see Song Xue Dong standing at the railway station, dressed impeccably, waving goodbye, and reminding "don't forget me!" Song Xue Dong had been my interpreter and my personal guide. She is a teacher of English in the Dalian Institute of Education.

I see Gao Ping waving a sign at Beijing International Airport. Welcome to Dr. Bill Liu, Executive Director USA/SINO Consortium. Gao Ping would not only be my interpreter on that first visit, but would become the person I depended on to meet us at the airport when I returned not speaking a word of Chinese but knowing that Gao Ping would be able to translate for each one of us. Gao Ping is a teacher of English in the Dalian Institute of Education and was doing advanced studies in Beijing.

Perhaps it is interesting to note that her initial degree had been at Shanghai International Studies University and her graduation thesis had been "Jane Eyre, the Milestone of Feminist Literature."

I see school children in their yellow and red caps, white shirts, black skirts or trousers sitting in neat rows, quietly obedient, waiting for their turn to entertain at the 40th Anniversary celebration of the Dalian Institute of Education.

And, everywhere the blue flags fluttered proclaiming Olympics 2000.

valuable lesson. The educators I met wanted me to have my remarks written. As I reflected on this later, I came to understand their desire to translate the lecture and in order to do this accurately a written document is helpful.

I found the teachers and principals eager to learn. It is somewhat overwhelming to look at an audience that writes down every word eagerly and graciously awaits your next pronouncement. And, if that is not enough the tea break half way through the lecture so that you will not become too tired is an experience that we should adopt in many American lecture halls!

In that initial visit with the Education Commission, I will always remember the Commissioner outlining the expectations from the American visitors.

1. First, he said, "is to know as much as possible about America first."

2. The second step is to learn about the specific part of the country that the professor of delegate represents.

3. Then, with this background we could explore a training course to understand educational principles that are practiced in the USA. Specific topics of interest would be: a) research projects, e.g. qualities of outstanding teachers; b) K-12 education, e.g. how do you instill patriotism in your students; c) higher education, e.g. what are the problems with reforms and changes.

School principals want to know more about these issues: a) vocational education is a topic of interest, e.g. in recent years in China there is a need for skill training programs; b) evaluation, e.g. how does the Chief School Officer and Director evaluate the school and the school's leaders? c) distance education, e.g. how could we develop programs that could be used all over the province.

From Dalian we traveled to the Shenyang College of Education where we were met by Mr. Yang Lueliang, President, Liaoning Education College in Shenyang as well as other members of the Education Commission. The ideas outlined there were summarized by the President stating, "There is a bright future in terms of research."

When elaborating on this remark, he talked about the need to retrain the teachers as we think of the Chinese high school with ten academic departments and more than 200 teachers who will need to have opportunities to have new methods to assist in re-training the students. Another need was suggested as "training the administrators, i.e. head masters in secondary schools and primary schools." A third area was the issue of developing audio-visual aides

to help provide videotapes to the State Education Commission. In Shenyang there are more than 20 in charge of this work so making demonstration tapes is very important. These tapes are seen as a way to assist in the enormous task of providing short term training courses for teachers in high schools and elementary schools. Fourth, there was interest in how we might facilitate exchange of books from an elementary or secondar school to provide more materials for the schools in Shenyang.

In both institutions it was made clear that China's education faces great changes. Those who became aware of the PRCs emphasis on nine years of compulsory education suggest these changes. For those traveling to China for the first time it is important to realize that teacher education in China often means that the teachers are trained in secondary schools. After three years, they might go to work in an elementary school. Another issue was the great need for vocational education. For example, I was asked how they should go about training postal workers for their province.

Reflections on that first visit

When I returned from this first visit, I wrote, "I recognize that many who will read this report are seasoned travelers in the Pacific Rim, and I give you these impressions based on my first encounter in a country where one quarter of the world's current population live. I can't wait to go back."

Shaoxin Lin, Department of East Asian Studies, University of Minnesota says, "For 2,500 years, the teaching of Confucius has guided the education of the Chinese. Today, after Mao's revolution, what is taught in a Chinese classroom may be entirely different from that of the past. But the Confucian ideal of an educated person, who embodies personal virtue and the Confucianist radiation of education will continue to influence the Chinese well into the future."

The workshop participants are about to have an experience that cannot be described adequately in a brief report. The Chinese people are wonderful hosts. I learned quickly not to respond, "I like that," especially when talking about food because it was interpreted that I would want more. Also, the punctuation of the banquets with the toasts of the fiery maotai, China's "white lightning" is certainly not something you can cover in a written document. A book that I found particularly helpful was Karen Turner-Gottschang with Linda A. Reed's *China Bound: A Guide to Academic Life and Work in the PRC*. National Academy Press, Washington, D. C. 1987.

Finally, a vivid memory of that first trip was the necessity of adhering to the advice, "pack lightly." Baggage allowances for

traveling within Asia, including China, are calculated by weight; the 44-pound limit applies in most countries. If there is any additional advice that a first time traveler in China needs, it may be "remain flexible." We don't think to ask if planes fly every day; it is one of those cultural assumptions that may get us into trouble. My first experience included flying Air China from Beijing to Dalian and taking the train from Dalian to Shenyang as well as a 12 hour train trip from Shenyang to Beijing. The trip across the countryside was wonderful from my perspective, but other delegates may not concur with my observation about train travel when it comes to other necessities they deem important.

The workshop delegation

My second visit to China was as the leader of a USA/SINO Consortium sponsored workshop for summer, 1993. The four specific topics requested based on the expertise of the group included: 1) Vocational Education in America: What are the Current Trends? 2) The Role of the Library/Media Center in American Schools; 3) Educational Reform in the United States -- Current Directions; 4) Educational Administration at California State University - Fresno.

In each case the audience was very enthusiastic and eager to learn. We could wish for such audiences in the United States at in-service training.

The format was for the "distinguished expert" to speak at 8:30 a.m. to 11:30 a.m. with a 15 minute break for tea. In general, the format was first a report followed by questions.

We had been advised that the audience would not become involved in the question and answer and that cooperative learning would not be a good teaching strategy. We found this advice unfounded as the audience readily asked questions and when I placed them in a cooperative learning "ask your neighbor" setting, they responded enthusiastically.

The workshop was divided into sessions that emphasized the theoretical base and the national picture of education in the USA, but perhaps one of the most well-received portions of our workshop was the practical aspects of education that related to library/media programs and accessing information in this technological age.

Presented by a school librarian/media specialist Beverly Midthun the emphasis of her morning workshop was the state guidelines for library/media programs in Minnesota as well as Model Learner Outcomes in Technology for Minnesota.

Midthun writes, "Probably the most rewarding experience for me was the sharing of four boxes of books I brought with me much

to the dismay of my colleagues who helped me carry them across the ocean to Dalian."

"I was able to display the books and then distribute them to various departments in the Institute leaving the remainder with President Yu to distribute as he saw fit."

"It was exciting to watch as books were selected for elementary education, special education and the English departments by their respective teachers. The interchange with the teacher education students as we discussed the materials was a truly rewarding experience."

"Of the questions that were asked, probably the most significant dealt with the issue of copyright. It may present a dilemma which will have to be dealt with in the very near future as we exchange materials between our two countries."

Susan Doody, Associate Dean, University of Northern Iowa had the difficult task out outlining the current issues in education in the United States. During the question and answer session, a Chinese colleague asked, "Do you think the U.S. students are the best in the world?" Doody quickly responded, "Each student who is eager to learn is the best in the world." Everyone agreed. It was this kind of give and take that made the workshop outstanding.

In her summary statement, Doody wrote: "Other than the need for an interpreter, seminars and discussions could have been occurring with colleagues in Iowa -- so much of the concern and interest is the same. . . . The idea of the teacher as researcher is a reality and a priority at the Dalian Institute of Education."

Donald Coleman, Educational Administration, California State University-Fresno had the unenviable task of explaining in a three-hour workshop how administrators are prepared in the United States. Coleman outlined the components essential for creating quality academic programs in educational administration using the CSU-Fresno model. The concept of field experiences in administration was introduced

Coleman would later reflect, "Dalian as a port city with a wonderful climate is poised for tremendous growth and the people of the Dalian Institute were among the most gracious and sharing of any individuals I have seen in the World."

I quickly learned as leader of the delegation that I could plan to speak on any topic that may surface. This was true in the session on Educational Administration when President Yu spontaneously asked me to speak about the role of the school administrator. Frankly, as a life-time teacher with advanced degrees in Curriculum

and Instruction, the only thing that came to mind was to share Madeline Hunter's Lesson Design and how that had influenced lesson preparation and evaluation in the USA.

The response. "Madeline Hunter, we have not heard of her. Could you please send us more information."

Again, the flexibility, the willingness to share ideas, to collaborate and to begin to understand were the hallmarks of this first workshop delegation. The Chinese believe that the teacher is the "engineer of the soul." We hoped that in some small way we had lived up to this expectation.

Our delegation left Dalian with a feeling of excitement and a commitment to long-term collaboration and cooperation. We can't wait to return, but perhaps even more important we are eager to return the hospitality shown to us by our Dalian hosts and look forward to greeting them in the United States.

Reflections

Whether the faculty experience abroad was for one month, a summer, a semester, or a year, the benefits of the experience changed the perspective of those involved. We must take advantage of faculty exchanges to ensure that those who prepare future teachers have a global perspective. Our exchanges and studies convinced us once again that none of us is an island, that we are part of this global village and more importantly, that we must individually and collectively emphasize a global dimension in our work.

How Do These Programs Impact Local Programs?

These programs -- international student teaching and faculty exchanges and study abroad --help us to develop a globally aware citizenry. However, there is an aspect in this rush to globalize the curriculum and the campus that is often overlooked. This is the role of international students on our campuses. Jarchow (1993) writes that many of our international students report that they have never been invited to an American home or an elementary or secondary school. What a valuable resource to waste! (p. 24).

In addition to the faculty and students going abroad, what happens on the local campus or in the local community? Let us

outline a few programs that are in place and ask that you add to the list in your own communities.

*The University of Nevada, Las Vegas offers a summer World Cultures Camp for elementary students. International students teach their cultures through games, music, plays, and geography.

*The University of Northern Iowa has a Camp Adventures (TM) program that this past year had students from Japan working with American elementary students in camp settings.

*Iowa State University has a strong program of international student involvement. One local school district, Nevada, IA, has a week long cross cultural exchange featuring international students from the ISU campus as speakers in the elementary and middle school classrooms.

*All three of the professors who shared their experiences about going abroad have had international students living in their home.

*A heightened sensitivity to the needs of international students on your home campus seems to be a result of your experience of being the minority in a new culture.

Conclusion

Perhaps, the outcome of living or studying abroad is an opportunity to see our culture, ourselves, and others from a new perspective. In confronting the issues of diversity, we come face-to-face with our own world view. Hopefully, these experiences make us better citizens of the world.

Appendix A

Sample Application For International Student Teaching, University of Nevada-Las Vegas

College of Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, Nevada 89154

Joane W. McKay, Coordinator
International Student Teaching
CEB 334
University of Nevada, Las Vegas
Las Vegas, Nevada 89154

Date of Application_____

Name_____

Current Address_____Phone_____

_____

Permanent Address_____Phone_____

_____

Available for assignment during what college term_____Year_____

Earliest possible date you can leave the U.S._____
Latest possible return date to U.S._____
College major(s)_____minor(s)_____

Number of college credits completed by time of student teaching?_____
In major?_____In minor?_____
Grade point average at time of application: _____major _____cum

Preparation for teaching level. Check one: _____elementary
_____middle school
_____high school

Summary of college courses: List college credits you will have taken by the time of student teaching. (Common courses may be grouped, e.g. U.S. History, 21 hours) List on blank sheet and attach.

General Information

1. Describe what experiences you have had working with children.

2. Briefly describe special interests, talents, work experience and extra-curricular activities. List those activities you would be willing to coach or direct as part of your student teaching experience.

3. What special honors scholarships or academic recognition have you received?

4. Describe any experiences you have had working, studying or traveling abroad.

5. Attach a written statement explaining why you want to student teach abroad.

6. List two character references that have agreed to write in your behalf. Please give complete address and phone number of reference.

Assignment Preference

A. The following countries have established placement centers and are available to UNLV students. Number in order of preference at least three countries in which you would like to be assigned:

_____Australia	_____France	_____New Zealand
_____Belize	_____Germany	_____Scotland
_____Canada	_____Honduras	_____Singapore
_____Costa Rica	_____Italy	_____Spain
_____England	_____Japan	_____Swaziland
_____Egypt	_____Mexico	_____Thailand

B. Other country placements are possible. Please indicate the country (countries) of interest and provide your rationale for requesting the placement.

In order for your application to be complete, the following documents are necessary:

1. If you are under 21 years of age, a letter from parent and guardian approving your application.
2. A copy of your college transcript.
3. An autobiography which summarizes your background. (Schools attended -- office held; interests outside of school, hobbies, etc; travel in the U.S.; travel abroad; languages spoken; any other information you feel is appropriate.)
4. Proof of international medical insurance.
5. Please type this form.

Your signature:_____

To be completed by Coordinator, Field Experiences
This person has met the requirements for UNLV Student Teaching and may be considered for International Student Teaching.

_____ _____

Date Coordinator, Field Experiences

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